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ABSTRACT

Information was obtained on current or recently proposed legislation, administrative regulations, policies, practices, reports or studies on any aspect of faculty productivity, faculty workload or teaching load, or faculty activity analysis. Responses were obtained from 34 states. Responses for the 14 states that provided reference material are categorized by four general approaches to faculty productivity as follows: a formula approach to determine productivity ratios and funding levels (Alabama, New Mexico, Ohio); a workload analysis approach with minimum workload specified (Florida, Washington, Texas); faculty activity analysis in combination with various costing studies (Oregon, Pennsylvania, Virginia); and faculty activity analysis for general use in budgeting process and in productivity analysis (Illinois, North Carolina). Faculty activity analysis in combination with other institutional cost data was the most common method of assessing faculty productivity. (SW)

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FACULTY PRODUCTIVITY:

PRACTICE AND POLICY

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NATIONAL INSTITUTE OF EDUCATION

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Introduction

On August 24, 1979, at the request of the Colorado Commission on Higher Education, Robert A. Huff, Chairman, Postsecondary Education Policy Committee on Information, asked members of the SHEEO/NCES Communication Network to provide any existing information on current or recently proposed legislation, administrative regulations, policies, practices, reports or studies on any aspect of faculty productivity, faculty workload or teaching load, or faculty activity analysis. A copy of the request for information is included in Appendix A.

Of the 53 Network representatives (50 States, District of Columbia, Puerto Rico, and American Samoa), 34 responded to this request for information, as shown in Figure 1., and 14 of these provided reference material. The information obtained generally reflects policies and practices at the State level and does not reflect policies and practices within state institutions.

RESPONSE TO REQUEST FOR INFORMATION
ON FACULTY PRODUCTIVITY PRACTICE AND POLICY

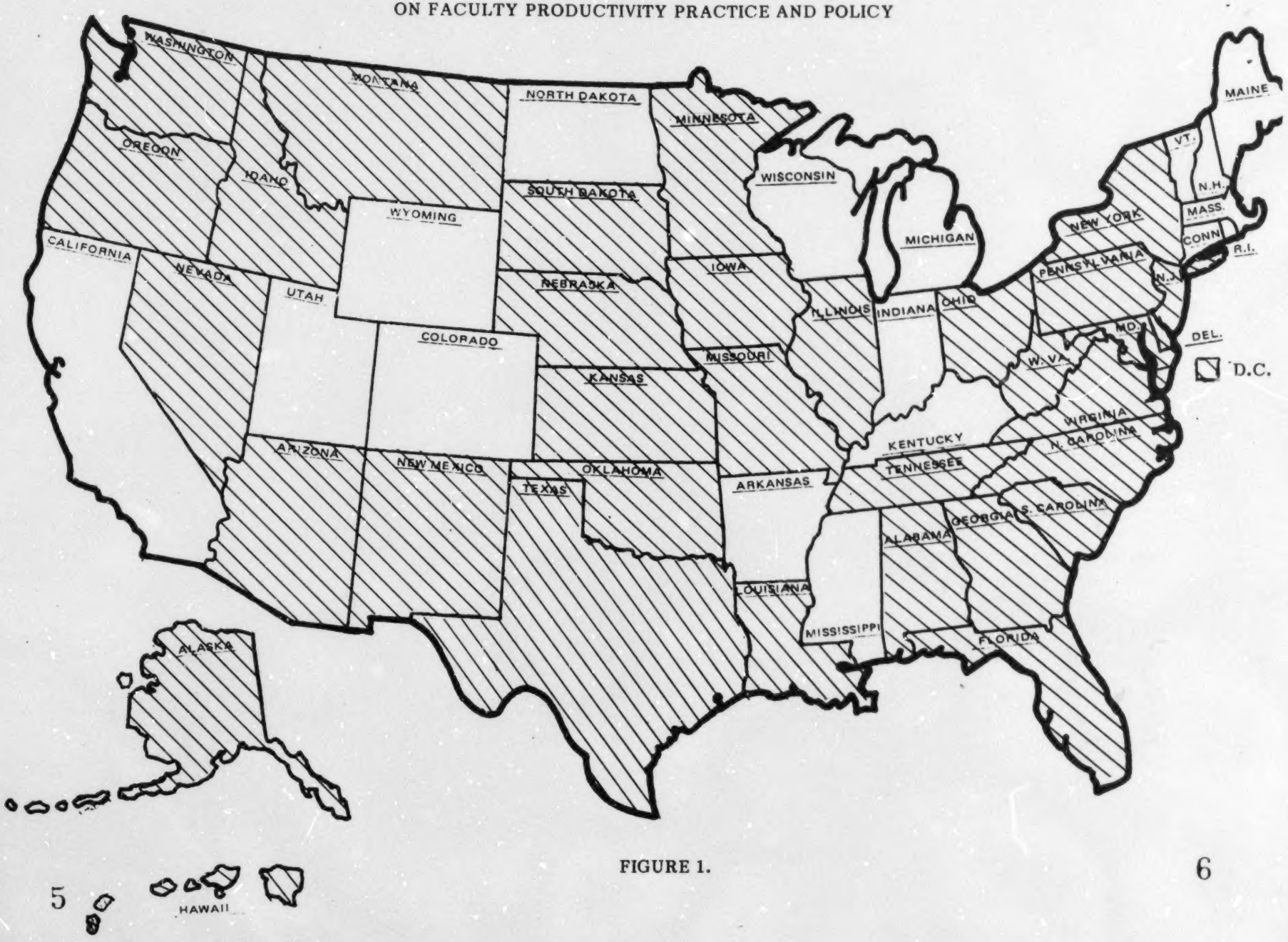

FIGURE 1.

Categorization of Responses

Seven states indicated that they did not have current information relevant to the request: Alaska, Arizona, Minnesota, Missouri, Nevada, South Dakota and West Virginia.

Seven states responded that responsibility for productivity policies and practices was at the institutional level rather than state level: Georgia (Board of Regents, University System), Idaho, Iowa, Louisiana, Montana, Nebraska, and New Jersey.

Six states responded that they did not have anything to report at this time, but they currently were working on some aspect of the faculty productivity issue: Hawaii (University of Hawaii), New York, Oklahoma, Rhode Island, Tennessee, and the District of Columbia.

Responses from the fourteen states which provided reference material are categorized by four general approaches to faculty productivity as follows:

1. A formula approach to determine productivity ratios and funding levels;
2. A workload analysis approach with minimum workload specified;
3. Faculty activity analysis in combination with various costing studies;
4. Faculty activity analysis for general use in the budgeting process and in productivity analysis.

Formula Approach

Three states - Alabama, New Mexico and Ohio - use a formula approach.

Alabama has a zero-based budgeting approach and applies a quantitative funding formula to all sectors of the state postsecondary education system. Formulas are based on faculty salaries, teaching load, class size, and credit hours, in addition to differences in cost according to subject matter and level of instruction. Faculty productivity relating to average class size is set at 19 for universities and 23 for junior colleges. Assumed teaching load is based on 30 semester hours for 9 months.

New Mexico has differential funding formulas for each New Mexico institution. Funding formula factors by discipline, level and size of university, large or small, are as follows: productivity ratio, faculty compensation, other direct cost per student credit hour and total direct costs per student credit hour. At the institutional level, a formula is used for computing faculty load.

Ohio has a set of budgeting models by level and type of instruction where student/faculty ratio and cost per student are major factors in the formula models (see appendix B). Faculty workload analysis is an ongoing part of the budgetary process.

Workload Analysis Approach

Three states - Florida, Texas and Washington - use a workload analysis approach with specified minimum workloads.

Florida statutes for community colleges specify that each full-time faculty member shall teach a minimum of 15 classroom contact hours per week or its equivalent. Standard practices are being developed for institutions under the supervision of the Board of Regents specifying that each full-time faculty member shall teach a minimum of 12 contact hours per week or its equivalent. Formula weighting procedures and definitions are used in an academic assignment system. Weights and equivalent teaching contact hours are established for assigned instructional or institutional related activities.

The Washington Council for Postsecondary Education conducts studies and provides data on faculty classroom contact hours and faculty workloads to comply with legislation on minimum average classroom contact hours as follows: state universities - 10; state colleges - 12; and community colleges - 15. A 1977/78 Faculty Classroom Contact Hour Study provides summary information and reporting procedures for each university and for the community colleges in the state of Washington.

The Texas Legislature in 1977 enacted legislation on faculty productivity as follows: "The governing board of each institution of higher education in the state shall adopt rules and regulations concerning faculty academic workloads. The established rules and regulations of each institution shall be reported to the coordinating board and included in the operating budgets of each institution." The Coordinating Board provides policy guidelines and reporting procedures for public senior colleges and universities.

Faculty Activity Analysis/Costing Studies

Three states - Oregon, Pennsylvania and Virginia - use a faculty activity analysis in combination with various costing studies.

The Oregon Board of Higher Education collects data each Fall, and publishes information on faculty workloads, class sizes, cost per credit hour, faculty salary costs, credit hours taught per faculty member and faculty activity analysis. Information is provided by academic department and by HEGIS disciplines. Cost figures include only faculty salaries. These studies are not mandated by the state and the data is not used directly in funding formulas. It is used for general program review and internal institutional decisions.

The Pennsylvania General Assembly reporting provisions mandate that institutions annually submit information on faculty salaries, student credit hours production and work-related activities of faculty members. Instructional output is measured by student credit hours and degree production by level, term and department. Student/faculty ratios, FTE-based, are provided by college and university. Both costs and outputs are related to specified annual legislative and administrative goals.

The State Council for Higher Education in Virginia in 1975/76 combined an extensive analysis of faculty tenure and activity with cost studies by program, budget categories, productivity ratios, cost per credit hour by discipline and cost per credit hour by degree programs. The 1975 General Assembly directed the Council to conduct the 1975 Study of Faculty Tenure and Activity. Cost studies are part of the annual budgeting process. The Council concluded that the tenure system was working effectively and should be continued.

Faculty Activity Analysis/Budget and Evaluation

Five states - Illinois, Kansas, Maryland, North Carolina and South Carolina - use a faculty activity analysis for general use in the budgeting process and in faculty productivity evaluation. In general, these states use an approach or instrument similar to the one developed for the Faculty Activity Analysis for the National Center for Higher Education Management Systems (NCHEMS).

The Illinois State Board of Higher Education conducts an extensive faculty credit hours study relating number of faculty staff years, credit hours per faculty staff year, and direct instruction, indirect instruction, departmental research and departmental administration per faculty staff years. Data is provided by campus, discipline and level.

Of these five states, the only mandated study was by the 1977 Session of the North Carolina General Assembly on (1) faculty workloads, (2) the tenure system and (3) related professional work of faculty in constituent institutions of the University of North Carolina.

Summary

Of the responses received, faculty activity analysis in combination with other institutional cost data is the most common method of assessing faculty productivity. Responses did not include any specific method for assessing qualitative aspects and key outcomes of faculty productivity in instruction, research, scholarship and public service. Responses also did not include methods for providing incentives for increasing faculty productivity.

APPENDIX A

Network Request

MEMORANDUM August 24, 1979

TO: SHEEO/NCES Communication Network Representatives

FROM: Robert A. Huff, Chairman
Postsecondary Education Policy Committee on Information

SUBJECT: Faculty Productivity

The Colorado General Assembly in the 1979-80 appropriations bill instructed the Colorado Commission on Higher Education

> to develop a plan for assessing and increasing faculty productivity, in conjunction with institutional governing boards...consistent with the individual roles and missions of the state's colleges and universities...

The final report on the plan must be submitted to committees of the General Assembly by January 8, 1980. To insure full participation by the institutional governing boards and their institutions, a first review draft of the report is scheduled for October 10..

In order to develop such a plan, Colorado would like to know what other States have encountered in this area. Therefore, it would be most helpful if you could respond to the following request:

> If your State has any existing information on current or recently proposed legislation, administrative regulations, policies, practices, reports or studies on any aspect of faculty productivity, faculty workload or teaching load, or faculty activity analysis, we would appreciate receiving a copy.

Thank you very much for your attention to this request. So that the material may be analyzed in time to prepare the first draft, responses are needed by September 20, 1979, and should be sent directly to:

Project Manager
Faculty Productivity Plan
Colorado Commission on Higher Education
1550 Lincoln Street, Room 210
Denver, Colorado 80203

The Colorado Commission on Higher Education will share its final report on the faculty productivity with all members of the SHEEO/NCES Network, including a summary of the activities in other States.

APPENDIX B

Ohio Board of Regents

Student Faculty Ratios

OHIO BOARD OF REGENTS

Student/Faculty Ratios Used in Subsidy Budget Formulas by Categories Grouping Subject Areas by Level Types

(Source: William B. Coulter, Deputy Chancellor, Ohio Board of Regents, Subsidy Formula Revision: An Outcome for Consultation (September 1979), Appendix III.)

Category	Programs Included		Student/Faculty Ratio
GENERAL STUDIES I			36/1
	History	Mathematics	
	Economics	Business Administr.	
	Geography	Computer Science	
	Political Sci.	Education	
	Psychology	Home Economics	
	Sociol.-Anthro.	Military Science	
	(Larger Lecture Mode)		
GENERAL STUDIES II			23/1
	English	Journalism	
	Languages	Social Work	
	Philosophy	Library Science	
	Speech	Interdisciplinary	
	Biolog. Sciences	General Education	
	Art		
	(Lecture-Discussion-Studio)		
GENERAL STUDIES III			24/1
	Chemistry	Physical Education	
	Physics	Engineering	
	Geology	Drama and Dance	
	Other Physical Sciences	Music	
	(Lecture-Disc.-Laboratory Modes)		
TECHNICAL I			15/1
	Business Technologies		
	Public Service Technologies		
	(Nonlab Technical Training)		
TECHNICAL II			13/1
	Natural Science Technologies		
	(Lecture-Laboratory Training)		

Category	Programs Included		Student/Faculty Ratio
MASTER'S AND PROFESSIONAL II (Continued)			7/1
	Geography	Interdisciplinary	
	Political Sci.	Public Administration	
	Psychology	Social Work	
	Sociology-Anthro.	Music	
	Mathematics	Drama & Dance	
	Nursing	Medicine	
	Dentistry	Optometry	
	Vet. Medicine	Allied Medical	
	(Most Letters, Social Sciences, Professions)		
MASTER'S AND PROFESSIONAL III			6/1
	Biolog. Sciences	Other Physical Sci.	
	Chemistry	Agriculture	
	Geology	Engineering	
	Physics		
	(Sciences, Agriculture, Engineering)		
MEDICAL I			6.5/1
	Dentistry (DDS)	Optometry (OD)	
	Vet. Medicine (OVM)		
MEDICAL II			4.5/1
	Medicine (M.D., D.O.)		
DOCTORAL I			8.5/1
	English	Business Administr.	
	Languages	Computer Science	
	Philosophy	Education	
	Speech	Home Economics	
	History	Journalism	
	Economics	Physical Education	
	Geography	Public Administration	
	Political Sci.	Social Work	
	Psychology	Interdisciplinary	
	Sociology-Anthro.		
	(Letters & Social Sciences)		
DOCTORAL II			5/1
	Biolog. Sciences	Art	
	Chemistry	Engineering	
	Geology	Drama & Dance	
	Physics	Music	
	Other Physical Sciences	Pharmacy	
		Medicine	
	Mathematics	Vet. Medicine	
	Agriculture		
	(Sciences, Engineering, Studio Arts)		

Category	Programs Included		Student/Faculty Ratio
TECHNICAL III			10/1
	Health Technologies Engineering Technologies (Clinical & Shop Training)		
BACCALAUREATE I			20/1
	History	Business Administr.	
	Economics	Computer Science	
	Geography	Education	
	Political Sci.	Home Economics	
	Psychology	Military Science	
	Sociol.-Anthro.	Physical Education	
	Mathematics (Lecture-Discussion, Advanced Levels)		
BACCALAUREATE II			14/1
	English	Journalism	
	Languages	Social Work	
	Philosophy	Library Science	
	Speech	Public Administration	
	Biolog. Science	Interdisciplinary	
	Art	General Education	
	Architecture	Medicine (Service)	
	Agriculture	Vet Medicine (Service)	
	(Discussion, Advanced Levels)		
BACCALAUREATE III			11/1
	Chemistry	Drama & Dance	
	Physics	Nursing	
	Geology	Pharmacy	
	Other Phys. Sci.	Allied Medical	
	Engineering	Music	
	(Laboratory, Studio)		
MASTER'S AND PROFESSIONAL I			15/1
	Education	Computer Science	
	Business Admin.	Library Science	
	Law (professional) (Discussion, Seminar, Superv.)		
MASTER'S AND PROFESSIONAL II			7/1
	English	Physical Education	
	Languages	Home Economics	
	Philosophy	Architecture	
	Speech	Art	
	History	Journalism	
	Economics	General Education	